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## The Parthenon, Summer/Fall 1984, Special Edition, You & MU

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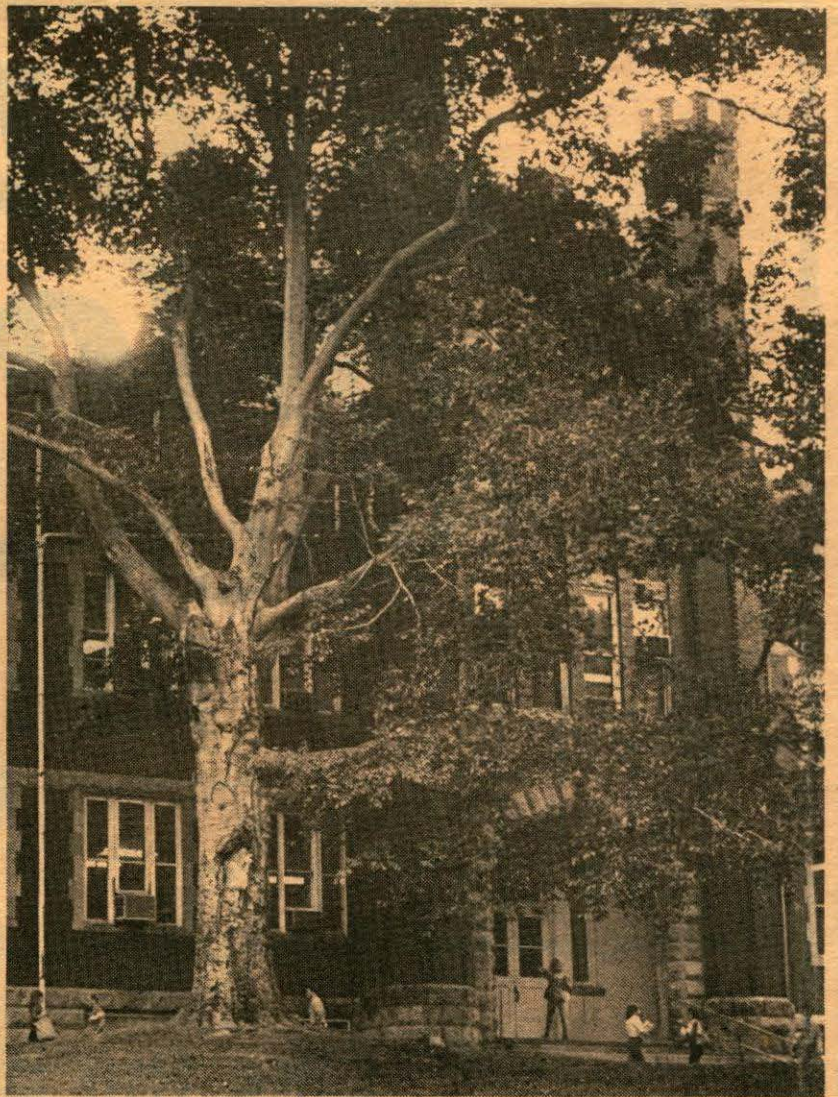
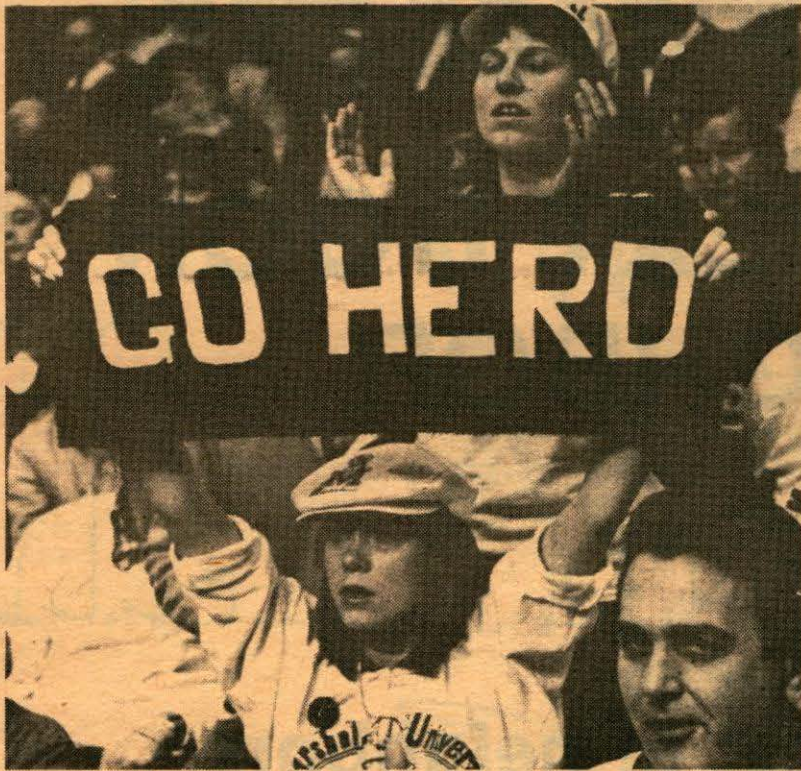
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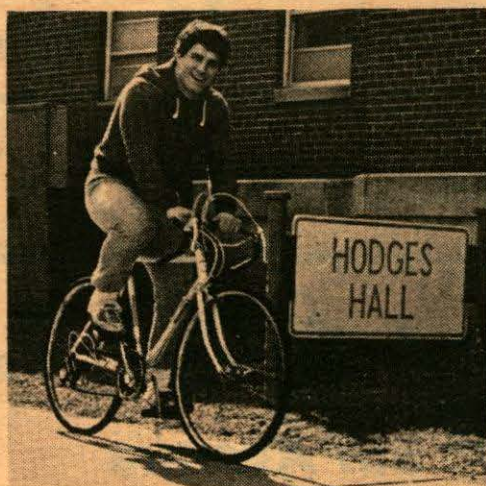
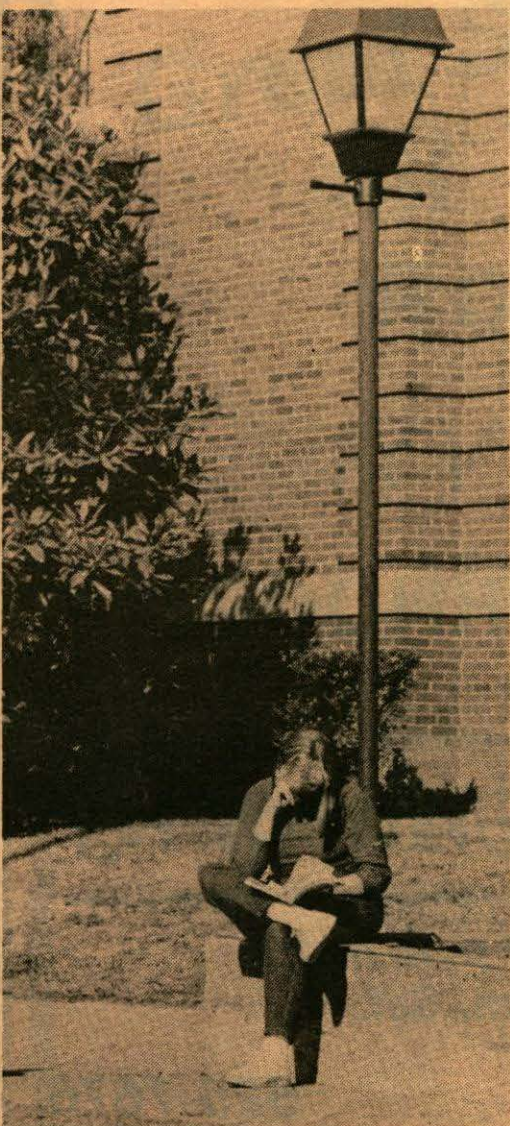
Your guide \_\_\_\_\_  
\_\_\_\_\_to Marshall University



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*YOU* and *MU*

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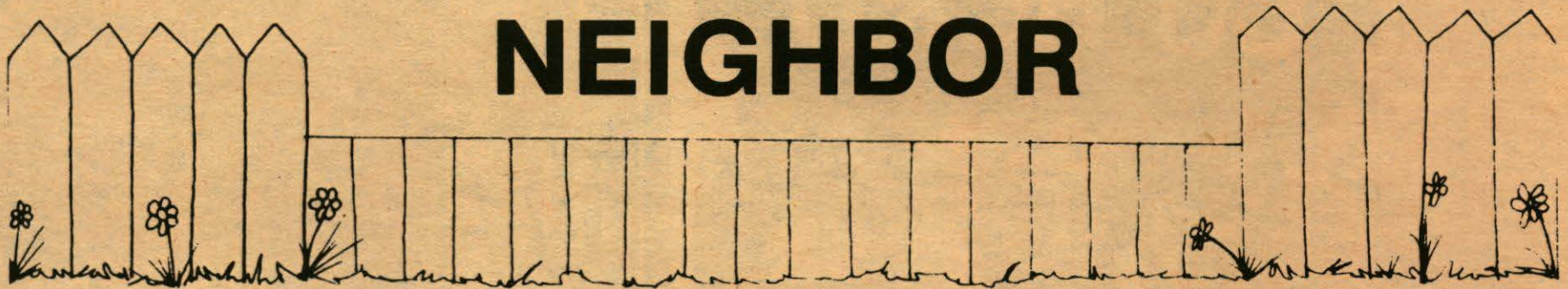


Summer/Fall 1984 \_\_\_\_\_



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# For YOU... ... at MU

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**You and MU** staff members were Nancy Adams, Kelly Bragg, Kevin Gergely, Kathy Grobe, Kelly Messinger and Leskie Pinson.

**You and MU** is a special magazine of The Parthenon, the Marshall University student newspaper.

Photographers for **You and MU** were Kelly Bragg, Kevin Gergely, Tim Grobe and Todd Meek.

Production for **You and MU** was done by Dorothy Clark.

The magazine staff is comprised of students in the Magazine Editing and Practicum course in the W. Page Pitt School of Journalism at Marshall. The School of Journalism is located on the third floor of Stewart Harold Smith Hall, Marshall University, Huntington, W. Va., 25701.

## Orientation:

### Answering questions about MU

You've graduated from high school and you're coming to Marshall.

There's just one drawback -- you don't know a thing about the school other than what you read in the catalog.

Thanks to orientation, that's not as big a problem as it might seem.

Beginning June 20, three orientation sessions will be conducted each week for eight weeks to acquaint new students and their parents with Marshall, according to Stephen Hensley, assistant dean of student development.

Because they have different interests and questions, parents and students attend separate sessions, Hensley said. And the sessions make for a long day -- from 8 a.m. to 3:30 p.m. -- so, participants are encouraged to stay in Twin Towers residence hall overnight.

Not only does it make the experience a little more relaxing, but students get to experience residence life as well, Hensley said.

Six peer advisers work with groups of about 60 students, providing a one-to-10 ratio. These peer advisers assist students with registration and academic advising, and provide tours of campus. These tours are important, Hensley said, because they help students become familiar with campus.

"You can't underestimate familiarity with environment," he said. "Also, students need to get a sense of what the institution is."

Academic deans usually conduct the separate sessions for parents. This is because parents will listen to the deans, he said; they have the answers to parents' questions.

Major parental concerns are residence halls and financial aid, Hensley said.

Hensley also noted that parents worry whether their children can handle the pressures of being away from home. To help ease those worries, his office reminds parents that students who have values won't discard them simply because they're away from home.





# Another new face amidst the crowd

By Kevin Gergely

It's not always easy being the new kid in town, whether you are a beginning freshman or president of the university.

Dr. Dale F. Nitzschke took his seat in the president's office in March. Before coming to Marshall he had been vice president for academic affairs at the University of Nevada-Las Vegas.

He relieved Dr. Sam Clagg, professor and chairman of the Department of Geography, who worked as acting president after Dr. Robert Hayes resigned in May of 1983.

Nitzschke said the experiences he and his family have had in moving to Huntington are similar to what students go through when they come to college.

Like the new students, he said he faces the problem of trying to be on time but doesn't know his way around very well yet. Moving means getting used to new surroundings and making new friends.

"It's just the whole business of starting new," he said. "Making new friends, starting all over again ... brings a whole host of anxieties and unknowns."

But he is beginning to feel at home in Huntington, he said, because of the warm welcome he has received.

He said he thinks Huntington is a great place for a university because of the interest the local business people take in Marshall.

"The people have been absolutely superb," he said.

"They make you feel a part of the community which says something for the relationship between the town and the university -- a mutual dependency that is very healthy," he said.

One of the things Nitzschke said he thinks he has in common with many Marshall students is the fact that he, like many West Virginians, was the first person in his family to attend college.

The first generation student has to learn everything from scratch, he said, and may have a little trouble staying ahead of the academic game.

He describes their experiences as a "process of constantly



Above left: Nitzschke and his wife Linda talk with Dr. Charles Runyan and Kent Runyan at an informal meeting at the student center.

Right: David, Nitzschke's youngest son, challenges his dad in a game of basketball.

Above right: The Nitzschkes lounge on the front porch of their new home.



learning things that have not been handed down to them."

Nitzschke said he had a difficult time when he first started at Loras College in Dubuque, Iowa.

"I went there blind, scared to death," he said. "I cried myself to sleep for the first two weeks because I was so homesick. I prayed my father would pull up behind the dorm and take me home to work."

But he said the best thing that ever happened to him was when he got a job in the school cafeteria. He began meeting people and when he went home for summer break, he looked forward to returning to school in the fall. And by spending a lot of hours in the library, he said, he graduated cum laude.

With that background, it follows that as an administrator he now advises new students to participate in college activities and to reach out to their peers.

"Get involved right away," he said. "Jump into it head first. It's a support system already in place which will help you to adapt."

Exploration should be a major element of an education, he said.

"Look to broaden experiences," he said. "Take advantage of out-of-class activities -- intellectual, cultural, athletic."

"Look for a good, solid, liberal education with a modest degree of specialization."

Nitzschke said students should try to get a broad sampling of all the different lifestyles and enjoy the college life to its fullest.

"Every time they do that it enhances their education, makes them more well-rounded and prepares them for things later on."



## SC title in rookie season

# Coach of the year Huckabay excited MU

By Leskie Pinson

When he first took the job the question was "Huckabay who?" After one season the answer became "coach of the year."

Rick Huckabay, who had never been a Division I head coach or played a second of organized basketball, took charge of the Marshall basketball program March 18, 1983, saying he would always be easy to find.

"I'll be in the gym," he said. "I don't play tennis and I'm not a very good golfer. I plan to spend my time in the gym working on Marshall basketball."

He inherited a team that had gone 20-8 under Bob Zuffelato. Huckabay immediately put the pressure on himself.

"This team has the talent," he said. "We'll see how good of a coaching job I can do."

The job he did gave Huntington its most frenzied excitement since MU's 20-win teams of the early 70s. That excitement started building early with a home opening win over West Virginia University.

Later in the season Huckabay would blast the Southern Conference officials, nearly brawl with a coach who did not like the way MU was beating his team, have a double hernia operation, see his team come from 22 points behind to beat Marquette and inspire a Charleston newspaper to run the word "Huckington" in a headline.

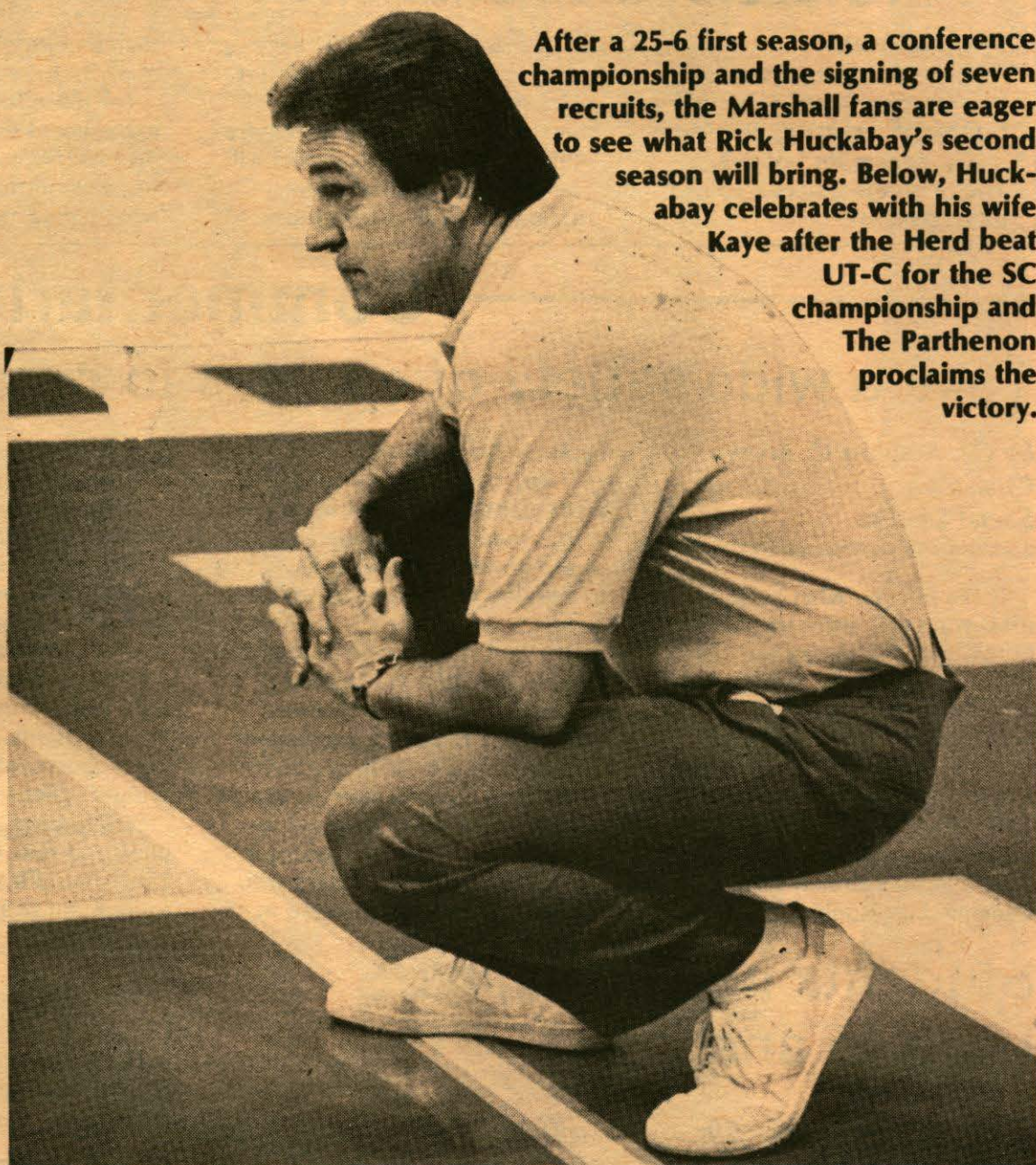
But the biggest thing was three victories over UT-Chattanooga, along with which came Marshall's first SC championship and an NCAA berth.

Coach of the year? The SC thought so. The West Virginia Sportswriters Association also gave Huckabay this honor. **Basketball Times** named him the top rookie coach in the country.

It was rumored that Clemson wanted Huckabay to coach its team. Huckabay quieted that talk.

"I want to make this job here like a Clemson job," he said. "I don't think one season makes a head coach."

After a 25-6 first season, a conference championship and the signing of seven recruits, the Marshall fans are eager to see what Rick Huckabay's second season will bring. Below, Huckabay celebrates with his wife Kaye after the Herd beat UT-C for the SC championship and The Parthenon proclaims the victory.



THE PARTHENON Tuesday, March 6, 1984

## We are... Mar--shall



## We are No. 1

The Asheville Civic Center became home away from home for Marshall Thundering Herd this past weekend as Marshall fans made up the majority of the 6,884 that saw MU win its first-ever Southern Conference championship.

After the championship game MU Coach Rick Huckabay (top left) got a lift on his way to receive his championship plaque. With one of the nicks around his neck, Sam Winley (top right)

was up in arms with the championship trophy. All-tournament honors went to Jeff Battle and David Wade of the Herd. MU's LaVerne Evans (left) was voted the tournament's Most Valuable Player.

The Marshall fans (above) drew almost as much attention in the Asheville newspapers as the team. Most of the MU rooters dressed in green for the games and brought signs proclaiming Marshall superiority.



# Education - myth or marvel?

## Professionals comment on making the most of college

By Nancy Adams

You've made it to Marshall. You've gone through the tedious process of registering for classes and arranging for housing. You're on the way to a college education.

For many students, a college education seems to carry with it a ticket to a job. Common thinking has it that if you acquire skills in a specific area, doors will open for you. But for a few students, college means more

than an entry into the job market.

For these few, college offers experiences that may teach them how to think, communicate, and understand more completely what life has to offer.

Four Marshall faculty members, selected at random, agreed to express their ideas on education. Included in these interviews is advice to students on how to make the most of their time at Marshall.

## Commentaries

### Take a wide variety of courses to broaden experiences

by Dr. Maylon C. Brown  
Chairman  
Social Studies

"I can tell you what I told my sons when they went to college," Brown said in a phone interview. "I advised them to get as broad an experience as they could."

Being more specific, Brown offered a couple of suggestions to Marshall students

"Number one, I would recommend that students improve upon skills that they already have such as thinking, communication, writing --

basic fundamental skills.

"Two, students should explore areas that they may not be familiar with, broaden their understanding of the universe. Students should try to develop the potential that they have."

Marshall offers several opportunities for development outside of a student's chosen field. Brown offered the following suggestions: 1. Take classes outside of areas of experience. For example, a student who has a good background in English should consider taking a foreign language. A student who has had a heavy background in

botany might enroll in some physical science courses.

In addition to exploring areas other than your chosen field, Brown recommended the Forum program (current issues), the Marshall Artist Series, and visiting scholar program.

Some students have no study skills when they get to college. For those students, Brown advised taking a course, offered at some community colleges, in how to study.

"Students need to learn discipline and how to manage time. They should learn how to read an assignment so that they get some-

thing out of it.

Brown also urged students to approach their teachers more frequently and earlier than they do.

"Often I don't see students until final exam time. I'd like to talk to them earlier. And it doesn't have to be about the class. It can be about their own lives and what they want to do with their careers."

In closing, Brown stressed the idea that college should be a broadening experience.

"Don't close doors. College is a means of opening doors. Get the maximum experience while you are at college."

### Students need to think, learn to analyze

by Dr. Cheryl L. Connelly  
Assistant professor  
Finance and Business Law

"In my opinion, there is too much emphasis (in education) to training for a particular job. Students are trained into a cubbyhole. If the (job) market changes, students will not be equipped to change."

"I'm not in favor of focusing on a particular career. I think students need to learn to think, analyze. They need to write well, communicate well."

"Some employers say they want employees with a broad education. But sometimes what they say and what they do is a different matter."

"It's nice and comfortable to know that you have a job waiting when you finish college, but stu-

dents do themselves a disservice to only equip for a job.

"While at Marshall, I think students should take some general liberal arts courses, English courses involving writing, and some philosophy courses."

"Students should also take advantage of opportunities outside the classroom. There are professors doing research on campus. Students can become involved in this research. They should approach professors and make their interest known."

Connelly suggested attending dance performances and the plays given through the theater department. "These performances are not as well attended as I would like. I have a feeling that there is a whole group of students at Marshall who never attend a play while they are here."

### Hear other perspectives

by Martha E. Loyd  
Minister  
Campus Christian Center

"As a practical matter, technical education has merit," Loyd said during an interview at the Campus Christian Center. "But if a student concentrates on a technical education exclusively, they sell themselves, the people paying for their education, and the country short."

"When people deny themselves the opportunity to broaden, it encourages conformity. Anything mildly differing from the norm -- like supporting the nuclear freeze, opposing violence against women, questioning American policies -- brings ridicule, a demeaning of the person of the opposition."

"The opposite of conformity is the ability to think critically and come to a reasonable conclusion."

"Anything different is seen as a judgment. For instance, if a teacher asks a student, 'How would you have done this differently?', the student might think what they had done was wrong. Actually, the instructor is really saying, 'Is there another way to do this?'"

"In talking to other instructors and from my own experience, I find that some students at Marshall have the inability to hear perspective other than their own. Different perspectives threaten them."

"The advent of television has made a dent in the diversity of the country. It doesn't matter where you travel in the country, you find the same food, motels, roads. It all looks alike."

In conclusion, Loyd said that current trends in education do not bode well. "Thinking students are the exception rather than the rule."

## Wisdom & knowledge

### The connections to tie education, experiences

by Dr. Christopher Dolmetsch  
Assistant professor  
Modern Languages

"I think there are two types of learning: wisdom and knowledge."

"Wisdom is the method of education. Knowledge is the process."

"Wisdom is the analytic, synthesizing process of education, the forming of connections."

"Knowledge is the supermarket of education. You can get a bag of English, a pound of foreign language but without the cookbook or recipe (wisdom) you can do anything with the knowledge."

"Where do you get wisdom? You don't get it in the classroom. It's a slow, painful process for many students. Students must want to

See WISDOM, Page 19



"Hi, it's my first semester here at MARSHALL and I don't know anybody and your Grandmother told my Aunt Jean that you're a nice guy and that I should look you up..."

*Welcome to Miller time.*





# Decision '84:

*To vote or not to vote?  
That is the question*



## Education may influence participation

By Nancy Adams

Education is one of the most important characteristics related to voting since it not only affects the person's occupation but may also influence the individual's commitment to the political process.

In 1980, college graduates were nearly twice as likely to have voted (80 percent) as people who had only attended elementary school (43 percent). People with at least four years of college made up 15 percent of the total voting age but they constituted 21 percent of the people who voted.



A profile of the income of voters shows that the lower the income, the lower the level of voting. One-third of the voters were in families with an income of \$25,000 or more.

Voter participation rates are higher among whites (61 percent) than among blacks (51 percent) or people of Spanish origin (30 percent). The very low voter participation rate for the Hispanic population is due principally to the large proportion of the population who reported that they were not citizens (32 percent) and therefore were not eligible to vote.

The 45- to 64-year-old age group had the highest percent of people voting (69.3 percent). The group with the lowest percent of people voting was the 18- to 24-year-old age group.

A profile of male and female voters shows that about the same percent (59.1 and 59.4 percent respectively) actually voted.

Table B. Characteristics of the Voting Age Population Reported Registered or Voting: November 1980

(Numbers in thousands)

Characteristics	Number of persons	Percent registered	Percent voted
Total, 18 years and over.....	157,085	66.9	59.2
Race and Spanish origin:			
White.....	137,676	68.4	60.9
Black.....	16,423	60.0	50.5
Spanish origin <sup>1</sup> .....	8,210	36.3	29.9
Sex:			
Male.....	74,082	66.6	59.1
Female.....	83,003	67.1	59.4
Age:			
18 to 24 years.....	28,138	49.2	39.9
25 to 44 years.....	61,285	65.6	58.7
45 to 64 years.....	43,569	75.8	69.3
65 years and over.....	24,094	74.6	65.1
Region:			
Northeast.....	35,500	64.8	58.5
North Central.....	41,542	73.8	65.8
South.....	50,561	64.8	55.6
West.....	29,483	63.3	57.2
Residence:			
Metropolitan.....	106,627	65.8	58.8
In SMSA's of 1 million or more.....	60,895	65.2	58.6
In SMSA's of under 1 million.....	45,731	66.4	59.0
Nonmetropolitan.....	50,459	69.2	60.2
Years of school completed:			
Elementary: 0 to 8 years.....	22,656	53.0	42.6
High school: 1 to 3 years.....	22,477	54.6	45.6
4 years.....	61,165	66.4	58.9
College: 1 to 3 years.....	26,747	74.4	67.2
4 years or more.....	24,040	84.3	79.9
Labor force status and class of worker:			
In civilian labor force.....	101,934	67.4	60.4
Employed.....	95,041	68.7	61.8
Agriculture.....	3,015	68.1	60.0
Nonagricultural industries.....	92,026	68.7	61.9
Private wage and salary workers.....	69,161	65.1	57.9
Government workers.....	15,801	82.0	77.0
Self-employed workers <sup>2</sup> .....	7,063	73.7	67.0
Unemployed.....	6,893	50.3	41.2
Not in labor force.....	55,151	65.8	57.0
Occupation <sup>3</sup> :			
White-collar workers.....	52,772	76.5	70.9
Blue-collar workers.....	33,382	56.6	48.0
Service workers.....	12,713	59.4	51.3
Farm workers.....	2,579	68.0	59.9
No previous full-time work experience.....	488	34.4	28.0
Family income <sup>4</sup> :			
Under \$5,000.....	8,567	50.4	39.4
\$5,000 to \$9,999.....	18,873	58.4	48.8
\$10,000 to \$14,999.....	21,746	63.6	54.8
\$15,000 to \$19,999.....	18,359	66.8	60.3
\$20,000 to \$24,999.....	19,100	73.5	67.2
\$25,000 and over.....	35,427	79.2	73.8
Tenure <sup>5</sup> :			
Owner occupied.....	98,362	75.3	68.3
Renter occupied.....	25,494	53.8	44.6
Duration of residence <sup>5</sup> :			
Less than 1 year.....	16,005	54.4	45.1
1 to 2 years.....	18,366	66.3	58.8
3 to 5 years.....	21,063	73.6	66.4
6 years or more.....	64,178	80.3	72.6

<sup>1</sup>Persons of Spanish origin may be of any race.

<sup>2</sup>Includes unpaid family workers.

<sup>3</sup>Includes all persons in the civilian labor force.

<sup>4</sup>Restricted to members of primary families.

<sup>5</sup>Restricted to members of primary families. Excludes noncitizens.

Source: 1980 U.S. Bureau of the Census



## Register by Oct. 6 to vote in November

By Nancy Adams

On Nov. 6, United States citizens will choose a president for the next four years. Unless you've been in isolation for the past year, this comes as no surprise. But this election will mark the first time many Marshall students are eligible to vote. For these students, voter registration procedures may still be a mystery.

To register to vote for the first time, you must be 18 years old by Nov. 6 and be registered as a United States citizen.

The deadline for registering is Oct. 9. You can either register to vote in person or by post card.

To register in person, you may go to any county courthouse and fill out the voter registration card in the county clerk's office. Be sure to take some identification like a driver's license or birth certificate. If you were born in another county, you must show your citizenship papers.

Post cards for voter registration are available in libraries, courthouses and some banks. Before mailing your post card, you must have it notarized.

To vote by absentee ballot, you must request an application from your county's circuit court clerk and return it by Nov. 2. The first day you can request an application to vote absentee ballot by mail is Sept. 7.

You may file an absentee ballot in person by completing an application at your county courthouse. The first day you will be allowed to do this is Oct. 22. The last day for voting absentee in person is Saturday, Nov. 3 from 8:30 to noon.

## Beanies, curfew part of MU's past

By Nancy Adams

It was 1959.

Sen. John F. Kennedy was beginning his run for the presidency. Fashion designers were featuring Dacron polyester and Orlon acrylic fiber in their creations. Alfred Hitchcock's "North by Northwest" was showing in the movie theaters, and Marshall was a college, not a university.

Besides the name, major changes have come to Marshall in the last 25 years.

Entering students faced the dreaded freshman rules. These rules said that all freshmen were to wear beanies (except in classrooms) until 6 p.m. every day, were required to greet everyone they met on campus, and had to walk through campus on the walkways only.

Additionally, freshmen had to attend all home football games and pep rallies, and recite upon request at any time: the Alma Mater, the year Marshall founded, the names of the school's president and vice president, and the school song.

These rules were in effect until an early October football game when the freshmen football team struggled with the upper classmen in a half-time tug-of-war. If the freshmen won, the rules were dropped. If they lost, the regulations remained until a later date.

The student handbook for 1959-

60 advised Marshall women to be natural in their use of makeup. Recommended dress for women included skirts and sweaters, and loafers or flats worn with bobby socks for class.

The fashion message for men was strictly Ivy League. Anything from shirts to shorts to khakis, just as long as it had the little buckle attached, was acceptable.

Social functions had a 9:30 p.m. curfew on nights before classes. Young women were not allowed to attend parties or visit fraternity houses unless a college-approved chaperon was present.

Serenading, a popular activity, had specific rules.

The Student Activities Board had to approve serenading seven days in advance. Serenading was allowed from 9:45 p.m. to 11 p.m., had to be conducted in an orderly manner (no catcalls, hisses, yells or off-color songs), with musical accompaniments limited to string instruments.

Alcohol was forbidden on campus. Any student under the influence entering a campus building or bringing alcohol on campus was subject to dismissal.

You won't find these rules around Marshall now and 1984 students have a different look from those in 1959. But some things never change.

Even in 1959, parking was one of Marshall's biggest problems.

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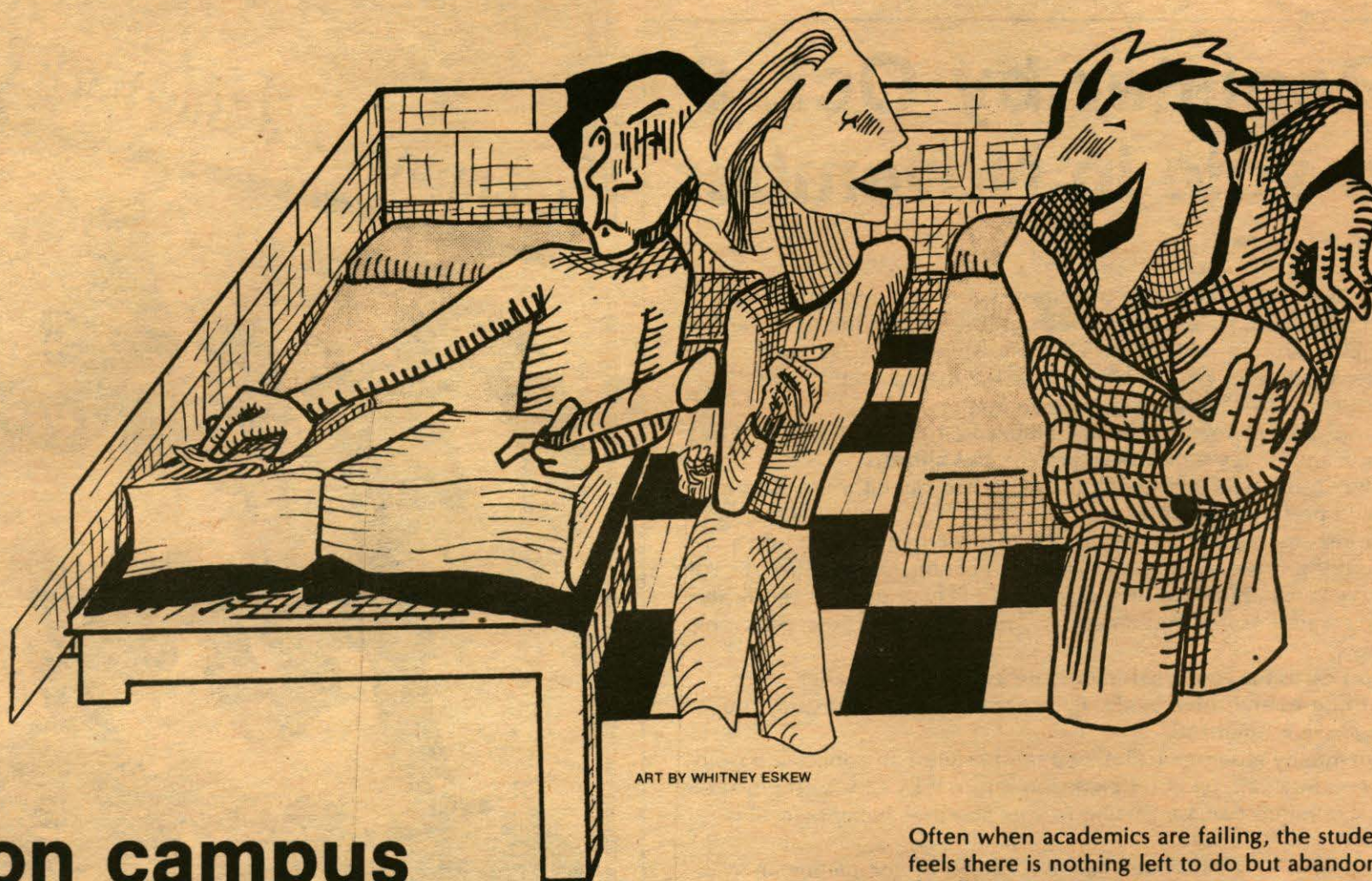
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ART BY WHITNEY ESKEW

## Life on campus

### Settling into your new home

By Kevin Gergely

"Study hard and take good care of yourself," parents warn as they send their eager offspring off to college. "Make sure you eat well. Don't stay out too late. Don't waste your money. Keep your clothes washed and take a shower every day."

"I'll be fine," you insist defensively. "I can take care of myself."

But sometimes students don't know everything involved in taking care of themselves. Of course, they know how to eat. Staying out late kills few people and, by the time they are in college, most people have abandoned their dislike for bathing. Washing clothes is just a matter of dumping a week's worth of clothes into the washer followed by part of a box of soap.

Other problems might not be quite so apparent. For most students, college allows you for the first time to make all, or most, of your decisions. You usually can handle it, but it helps to be aware of some of the more subtle obstacles which lie ahead. Being ready can greatly increase the odds of your success in college.

It can be a strange feeling -- the first few weeks away from home. You're going to feel out of place. Even worse, you might look out of place.

The "out-of-place" feeling goes away after the first couple of weeks. But a handful of students have already given in and headed back home.

Nearly half the people who start out to go to college end up being people who gave up college. There are lots of reasons. Not everyone is cut out for higher education. Many others aren't prepared at first, and give up before they have given their new lives a fair chance.

When you go away to school you take a big step in becoming independent of your parents, according to Kathy Lee, head resident of Twin Towers West.

"It's sort of drawing the line," she said. "There are ties that you have which you are severing

somewhat. But, it's not all at once. It's gradual and slow."

The "I wanna go home" sentiment may be a little more common than you might think. Homesickness can be caused by other factors besides missing mom and dad. A lot of times the student leaves a town where he knew almost everyone to go to a school where he may know no one. Left behind are friends, relatives and a refrigerator which is always open.

Students shouldn't give in to homesickness, Lee said. The change from family life to campus life can be difficult for some people. They should accept that it takes a little time, she said.

"You shouldn't expect to come and all at once be your own independent person," Lee said. "You've been under your parents' rule for so long. It's a gradual growing up process whereby you learn to become independent."

Getting over the initial fear and homesickness doesn't take long. An occasional visit home suffices, you've yet to be poisoned by dorm food and being able to stay out all night has certain advantages. Classes aren't very long which leaves almost enough leisure time.

The practical student budgets time, attends all classes, and emphasizes studies rather than socializing. Many students opt for another plan where they chuck it all and have a good time. Those using the latter scheme often surprise their parents with their brief academic careers.

Lee said people have to learn to balance their social lives with study obligations. There are enough pressures without making things worse by falling behind in your work. It's important to have a good time but having too much fun the first year might leave you looking for a job instead of registering for sophomore classes.

Even for the people who don't have any trouble managing their time, they still face a number of situations they are unfamiliar with, Lee said.

"It's a lot of pressure put on them -- pressure to survive, studying, grade pressure," Lee said. "You're trying to learn how to manage your life.

Often when academics are failing, the student feels there is nothing left to do but abandon ship."

Also, she said students must deal with loneliness. But, she adds, "It's only as lonely as you make it. There's something for everyone, it's just a matter of deciding what you want to go with."

People need to be patient, Lee said. In a society with fast food, instant breakfast, wash-and-wear clothes and while-you-wait service, students expect to adapt to college overnight. But it doesn't work that way, Lee said.

Just by going to class you will meet a lot of people. It's surprising -- several people go every day. Often you might find others in class have the same interests as you: you might share an interest in chemistry, photography or art. You might only share a common dislike for the professor. Nevertheless, it might be worth your while to go.

But your courses aren't primarily social functions and should be taken seriously. Most of what you learn in college will be in class. A classroom education should certainly extend beyond the realm of learning to yawn with your mouth shut.

Learning to live in a small cubicle (sometimes called a dorm room) with another person is another part of the learning experience. Lee said she recommends living with someone other than a friend from your hometown. People who come to school and room with someone they have known for a long time often are slow in meeting new people, she said.

"You're not exposing yourself to others," she said. "You're not allowing yourself to learn all you can learn."

By living with someone you didn't know before, you make a new friend, gain access through your roommate to a new circle of friends and in the process of meeting people, you probably learn something about yourself.

Lee said the success of two people living together depends highly upon the consideration they show for each other.

"There are all kinds of people," she said. "If you room with someone you don't know, there's a fear factor. You have to be open to the fact that there is more than one way to work out a problem. Your way may not be the only way."

Two people living in such a small space have

See LIFE, Page 22



# Sex -- how to handle a touchy subject

By Kevin Gergely

Some people can't seem to talk about sex, but everyone sure hears a lot about it.

And often things they hear contradict each other. A person's attitude about sex might not agree with what society deems correct. Parents aren't always the most objective listeners when discussing sex with their children.

It's no wonder that when someone mentions "sex," many people have something to say but few agree on anything.

It used to be common for college students to believe that few of their friends had sexual relations, according to Bonnie Trisler, coordinator of student health programs. Now, things have changed. An attitude prevails that everyone does, she said.

"Either one bothers me," she said. A person's perception of what other people are doing can affect the decisions they make for themselves and can cause a lot of emotional turmoil, she said.

"Anytime somebody goes against the mainstream of current thought, it can cause some self-doubt," she said.

"When no one was doing it, if someone had sex they thought they were odd or were afraid to get birth control," Trisler said. "It could stop you from doing something you really wanted to do."

"If there is a feeling that everyone is sexually active, it can make a person who chooses not to have sex think they are different or not sexually attractive," she said.

Often when students first come to college, they bring with them an expectation of greater sexual freedom and opportunity. And even though most of the students were making their own decisions before, once they get to college they have less influence from their parents. They can do what they want and stay out all night if they choose to.

They take on the responsibility of making their sexual decisions. But that doesn't mean they have to make long-range commitments to the sort of sexual lifestyles they will lead, Trisler said.

"There's no part of your life that is not

going to be affected by who you are as a sexual person," she said.

"What each person needs to look at is how it affects their life physically and psychologically."

"Hopefully, what one would achieve in being a sexually active person would be pleasure," she said. "Whether that pleasure is achieved in a heterosexual or homosexual relationship is for each individual to decide."

Each person needs to consider many things and think about what kind of sexual lifestyle he wants to lead, Trisler said.

People have to consider how they will feel about themselves and about their partner after becoming sexually active, she said. They have to be aware of what their reasons are for getting involved in a physical relationship. Also, she said they must consider birth

control.

Pregnancy is always possible in a heterosexual relationship, Trisler said, and both partners are responsible.

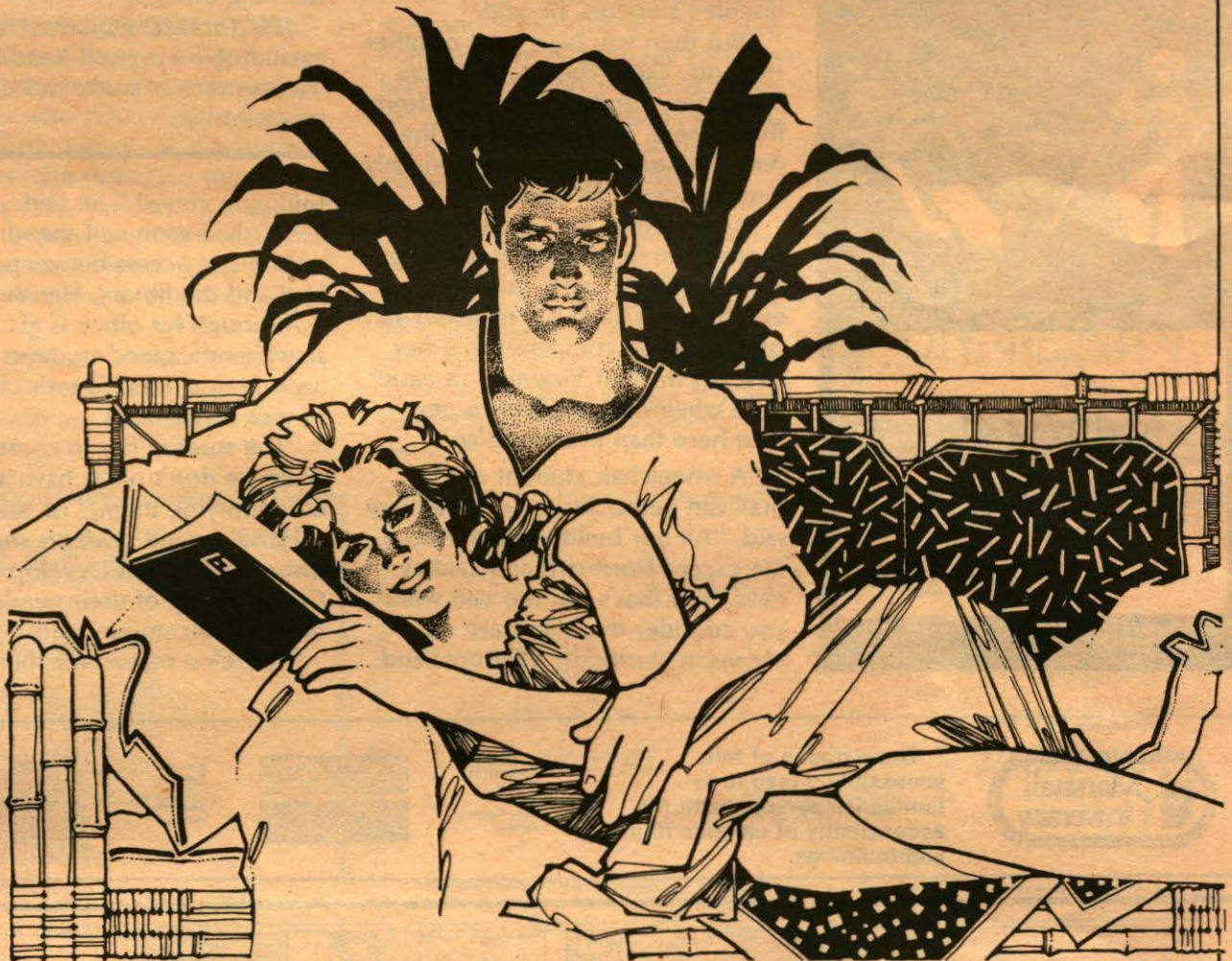
"A male can be held responsible just as much as the woman can," she said. "Men are no more sexually free than women."

Also, Trisler said honesty is a big part of being responsible.

"Part of being a sexually responsible person is being an honest person to your partner," she said, "not saying 'I love you' if you don't mean it."

The most important thing, Trisler said, is to be aware of your sexual feelings and not to be ashamed of them. Face them and decide what is right for you.

"No one can tell you what is the right decision. Only you can decide that."



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# MU seeks to help disabled students

By Kathy Grobe

There is no formal effort to recruit handicapped students at Marshall, but the university does its best to make them comfortable on campus.

"In one sense, we don't really recruit the handicapped student because there is no legal requirement to do so. On the other hand, I make an effort to keep in touch with vocational rehab counselors around the state. I ask them to let me know of students who might be interested in Marshall," said Stephen Hensley, assistant dean, Student Development Center.

"Marshall has 50 to 60 handicapped students that we know of," he said. Most of these are students in wheelchairs, blind or learning-disabled students, he said.

"But then you have a lot of other students, like diabetics, who may have some handicap resulting from their illness. The 50 or 60 are the ones we know of that are obviously handicapped," he said.

Marshall tries to make the handicapped potential student aware of its strengths, Hensley said. For example, Marshall is a relatively flat campus when compared to other colleges in West Virginia; it's easier for a wheelchair student to negotiate here than in other places.

"A wheelchair student at Marshall can get to all classes," Hensley said. "All our buildings are accessible except Northcott and Laidley halls. And that's not too bad when you consider that there are no classes in Northcott right now and

**TUTORING** — Peer tutoring is available in most freshman and sophomore classes. Tutoring is provided by departmentally approved upperclass and graduate students.

**NOTETAKING** — Hearing-impaired students and those with limited use of their hands may need a notetaker. Generally, a classmate is assigned to take notes for the disabled student.

**ORIENTATION** — Sessions are held during the summer and before each semester. Disabled students may attend scheduled group programs or arrange for an individualized orientation. For the visually impaired student, the Department of Vocational Rehabilitation can provide mobility instruction before the semester begins.

**COUNSELING AND ADVISING** — The Office of Disabled Students will work with students and their academic advisors to develop programs that meet the individual student's needs.

**TAPED TEXTBOOK-READER SERVICE** — For the visually impaired and learning-disabled students who cannot use regular printed texts, taped textbooks and other classroom materials can be made available upon request.

**TEST PROCTORING** — Test proctoring is available to students who have upper limb spasticity, who are visually impaired, or who have a diagnosed learning disability.

**SPECIALIZED EQUIPMENT** — The university provides equipment including a Kurzweil Reading Machine, tape recorders and players. Various tactual study aids can be secured through loans from other agencies.

Laidley is closed," he said.

Marshall soon will spend \$27,000 to improve access between Smith Hall and the library, Hensley said.

Although his office is glad to assist handicapped students, Hensley said it is the student's obligation to seek assistance.

"The student has to come to us since we don't really have any way of identifying them," he said.

Handicapped students should make the Student Development Center aware of their needs before they get to campus, Hensley said.

"There's a reason for that," he

said. "Take blind students, for instance. Often they need tape-recorded textbooks.

"On the average, it takes about 100 hours to record the average textbook. We started out just having students read the textbook into a tape recorder. We paid them \$3.35 an hour -- that's \$335 for one text.

"Now, we use a service called 'Readers for the Blind' in New York. If we provide a documentation of need, they'll tape the book for us free of charge.

**See HANDICAPPED, Page 13**

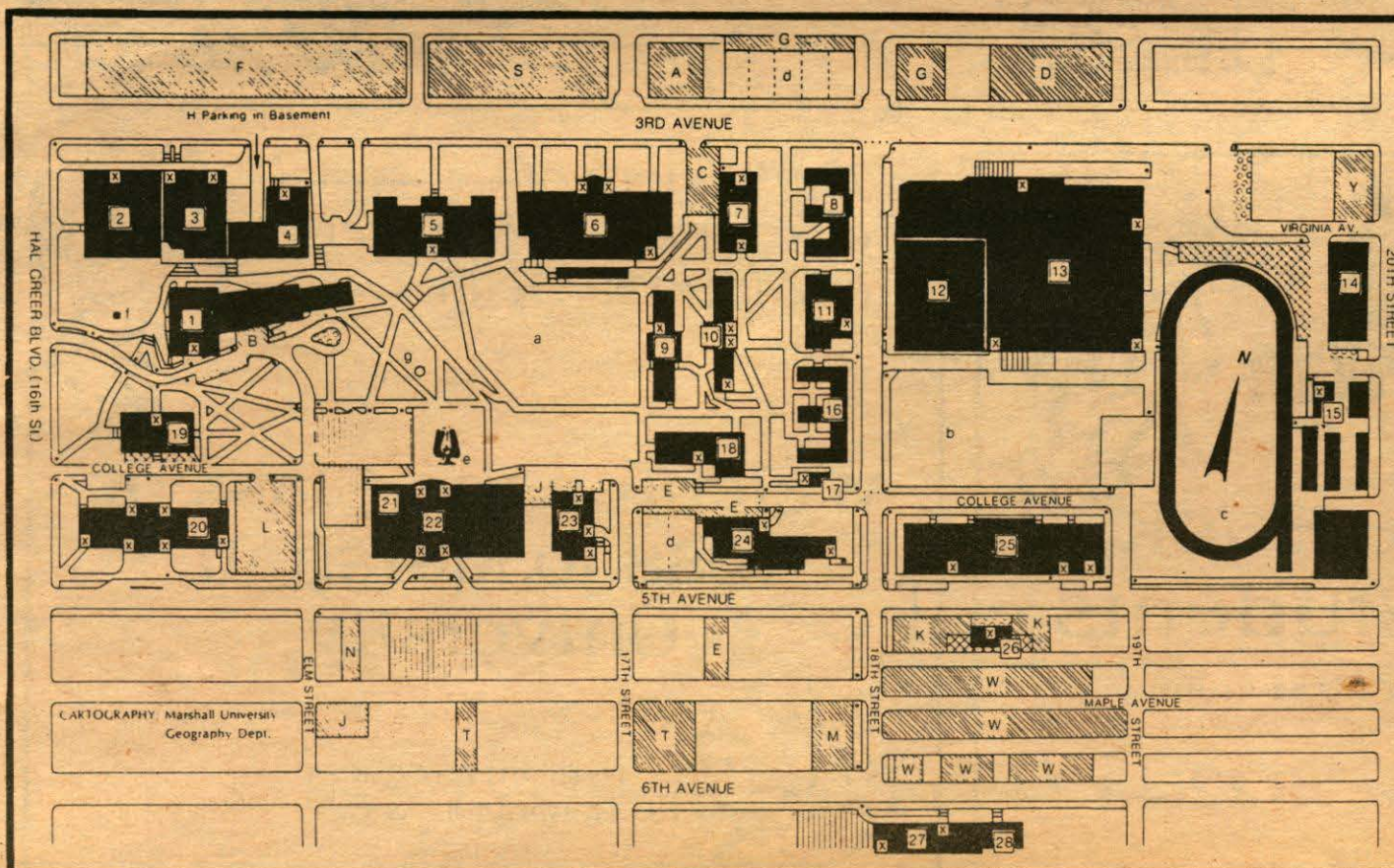


The purpose of this accessibility map is to familiarize persons with the accessibility of campus routes and buildings.

Visitor, Private, or Short Term Parking  
State Vehicle Parking



Metered Parking  
Paid Permit Parking



## MAP LEGEND

1. Old Main
2. Smith Music Hall
3. Smith Hall
4. Communications Building
5. Library
6. Science Building
7. Harris Hall
8. Laidley Hall
9. Buskirk Hall
10. Prichard Hall
11. Community College
12. Gullickson Hall
13. Henderson Center
14. Sorrell Maintenance Bldg.
15. Sorrell Annex
16. Hodges Hall
17. Nursery
18. Jenkins Hall
19. Northcott Hall
20. Corby Hall
21. Bookstore
22. Memorial Student Center
23. Campus Christian Center
24. Holderby Hall
25. Twin Towers
26. Public Safety Building
27. Doctor's Memorial Bldg.
28. Doctor's Memorial Annex

a - Intramural Field  
b - Athletic Field  
c - Track Field  
d - Tennis Courts  
e - Memorial Fountain  
f - Marshall Bust  
g - O.D.K. Circle  
h - Handicap Entrance and/or exit  
i - Curb cut  
j - Road Block



STUDENT DEVELOPMENT CENTER  
PRICHARD HALL

CARTOGRAPHY: Marshall University  
Geography Dept.



## HANDICAPPED From Page 12

"The only problem is that it takes five weeks to tape a book. If we don't put in the request until the beginning of the semester, the student is going to be behind right off the bat," Hensley said.

In addition to taped textbooks, the Office of Disabled Student Services offers various forms of support for the handicapped student. Those support systems are outlined in a brochure published by the office.

Peer tutoring is available in most freshman- and sophomore-level classes. Departmentally approved upperclass and graduate students tutor individuals or small groups.

Individual and group instruction by study skills and reading specialists also are available to all students. Topics covered include notetaking, study habits, preparing for exams, and overcoming text anxiety.

Individualized programs in developmental, corrective, remedial and speed reading also are provided.

In addition, hearing-impaired students and those with limited use of their hands may need help with taking notes. Such help usually comes from a fellow class member, according to the brochure.

If a student seeks assistance, Hensley said, "Our first course of action is to get ahold of the instructor" to coordinate efforts in

aiding the student. Hensley also said that his office maintains a close relationship with the Huntington Center for Independent Living, 914½ 5th Ave.

"I know a lot of the people there," he said. "Many of them are MU grads, and they share the same goals that my office does, to help make students more self-sufficient and better able to cope."

The center also will provide local transportation for students who cannot use public transportation to get to campus. A van is specially equipped with power lifts for students in wheelchairs.

Hensley said his office encourages handicapped potential students to participate in Marshall's Pre-College Assessment Program, which is designed to determine if students can live independently or whether they will need some sort of assistance.

"Often a student who has lived at home doesn't really realize how dependent he is; there are some students who don't realize how much their parents or a brother and sister are doing for them," Hensley said. The Pre-College Assessment Program also makes his office aware of what students who choose to come to Marshall might need.

Hensley cited some problems of which even the handicapped student might not be aware. One of them is doors.

"Many students in wheelchairs might be fairly mobile," he said. "They can get to where they're going, but once they do, they often don't have the strength to open the door." Many students confined to wheelchairs have very little upper body strength and simply cannot maneuver their chairs while pulling on a heavy door, he said.

"Philosophically, there are two schools of thought" when it comes to educating the handicapped student, Hensley said. "One provides a supportive environment, and seeks to guarantee the student's success. The second is more realistic -- it seeks to teach the handicapped student that it's a cold cruel world out there. At Marshall, things are somewhere in the middle," he said.

Four of Marshall's six residence halls can accommodate disabled students. In particular, Holderby for men and Buskirk for women have noticeable architecturally accessible features. In addition, the Huntington Center for Independent Living maintains a list of off-campus accessible housing for disabled students.

Finally, the student with a physical disability who cannot take part in athletics is encouraged to participate in adapted sports, such as swimming and individual exercise. Physical education classes also can be modified for the disabled student.

## DISABLED STUDENT SERVICES



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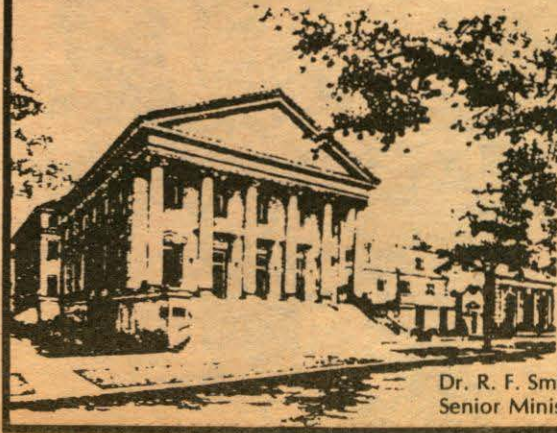
#### SUNDAY SERVICES

9:30 a.m. College Class  
10:45 a.m. Worship Service

#### WEDNESDAY

5:15 - 6:15 Buffet Supper  
6:30 - 7:30 Bible Study

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# Alcohol and you:

## Making responsible decisions about your drinking habits

By Kelly Messinger

Mom and Dad left hours ago, and your suitcases are unpacked. You bought your books, and your first taste of dorm food is still with you at 9 p.m. Someone asks you to play "quarter bounce," and you think it is a two-bit poker game.

Welcome to the world of unsupervised alcohol use.

A lot of freshmen may have already tried alcohol, but college gives them a chance to try it with less fear of Mom and Dad finding out.

But just because Mom and Dad are not at Marshall University and probably won't find it out, doesn't mean that you should ignore common sense if you choose to drink.

Not many parents teach their kids how to drink responsibly, according to Bonnie Trisler, coordinator of student health programs and co-coordinator of Peer Counseling -- Alcohol Abuse Prevention by Students (PEER CAPS).

West Virginia law states no one age 18 or below can purchase alcoholic beverages. Anyone 19 or over must have a West Virginia state driver's license or an identification card that the West Virginia State Alcoholic Beverage Commission recognizes. You can get information about this card from the commission or the state police.

If students, no matter what age they are, choose to drink, then they need to be accountable for their actions, Trisler said.

Being accountable means understanding the consequences of your actions.

A person who buys a six-pack every night and complains that he or she has no money to do laundry is not being responsible, Trisler said.

Responsibility, as she defines it, is choosing to drink in a manner which will not hurt your life or anyone else's. Responsibility for some people may mean not drinking, she says.

A problem with alcohol should not slap you in the face before you do something about it, she said. Missing classes and flunking tests are bad signs.

Another key to drinking behavior is how alcohol was used in the home. A past history of parental alcoholism or alcohol abuse may lead to problems in a student's life, Trisler said.

"Most people won't admit they have a problem," said Joe Dragovich, staff counselor in Student Development and the other coordinator of PEER CAPS.

"If you think you have a problem--you do," he said.

Students often are forced by

parents, friends, a dean, teachers or the student conduct board to get counseling, he said.

Statistics show one of 10 people is an alcoholic, Dragovich said, and a freshman class of 2,000 has 200 potential alcoholics.

From the beginning of spring semester to the end of March, almost 30 students have sought counseling because they or a friend or relative had a drinking problem, he said.

consists of friends who can talk and listen if the drinker needs additional help. Finally, Dragovich suggests attending Alcoholics Anonymous which is off campus; however, he says efforts are being made to establish an A.A. chapter on campus, and he hopes to eventually have one.

The campus provides freshman with many different value systems. Freshmen are bombarded with new ideas by new people. It is in this

accepted, or you can be let down," he said. "Some people feel they have to drink to be involved."

Freshmen must understand alcohol -- even if they do not drink, he said. A new friend, a roommate or someone living on the residence hall floor may drink and that can affect a non-drinker.

One important thing to remember when dealing with someone who is intoxicated is not to help unless needed, Crites said. If your roommate falls onto the floor drunk and is not hurt, don't offer to help, he said.

"If they (alcohol abusers or alcoholics) have to pay the consequences of the effect alcohol has on their lives, then they might think differently," Crites said. However, if you don't help your roommate or friend you may be blamed if he or she misses class, does not study, etc.

If someone is caught driving while intoxicated, the consequences can be harsh. A first offense in West Virginia can lead to an automatic 48 hours in jail and a license suspension of up to six months. The license suspension can be appealed to the Department of Motor Vehicles.

A second offense brings a jail sentences between 48 hours to six months. A license can be revoked up to 10 years. This also can be

See ALCOHOL, Page 15

*'We do have a drinking problem on this campus.'*

**Joe Dragovich**  
**PEER CAPS counselor**

"We do have a drinking problem on this campus," Dragovich said.

The solution to the problem will not be an easy one.

"I'm not saying to abstain," he said. "If you want to abstain -- fine. I'm talking about responsible drinking."

For example, a responsible drinker may set a limit on the number of drinks for an evening or may know how much can be drunk before feeling a lack of control. It's better to dilute liquor with water than with a carbonated beverage. Carbonation causes the body to absorb the alcohol faster. Faster absorption also occurs if you drink while your stomach is empty.

Another alternative is if you are with a friend, one of you decides who will drive and the driver not drink during the evening. The next time both of you are out, switch the roles.

Drinking when you are angry, upset or depressed will not solve problems. It might help create some new ones. A responsible drinker does not seek escape in alcohol.

If you are irresponsible and get a hangover, do not drink to cure it.

It takes up to 72 hours for the alcohol to leave your system, Dragovich said. Drinking to ease a hangover just causes an overflow of alcohol in your body.

"The only cure for a hangover is time," he said.

If you get frequent hangovers, it is probably time to get some help.

Other danger signals include blackouts, hiding alcohol and needing a drink.

If someone comes for counseling, Dragovich first determines if a problem exists. If there is a problem he said he recommends abstinence. Next, the drinker must gather a support group, which

confusion of new versus old values that the use of alcohol and drugs comes into play, Dragovich said. Many students drank in high school, but they had to be aware of parental pressure and the schools' codes of acceptable behavior, he said. In college some students are forced to become responsible after facing the consequences of irresponsible drinking.

Don Crites, Parkersburg senior and PEER CAPS counselor, says some students fear not being accepted if they don't drink.

"When you come to Marshall you have to find someplace to be





## ALCOHOL From Page 14

appealed. A third offense results in a permanent license revocation and a jail term. No matter the offense, failure to take a breathalyzer test can lead to a license revocation of up to six months.

If you are caught intoxicated in public by a Huntington police

officer, the officer has two options, Charles Scott, attorney for students, said.

If the person is an danger to himself or others, then the officer can make an arrest, Scott said. If the person is not dangerous the officer can issue a warning citation and or take the person home.

## Marshall group tries to help those with drinking problems

By Kelly Messinger

If you want to learn more about alcohol and the problems it can create, a one-hour credit course is available.

Peer Counseling -- Alcohol Abuse Prevention by Students (PEER CAPS) also teaches students how to help other students with alcohol problems, according to Bonnie Trisler, co-coordinator of the program.

Primarily, the instructors of the program stress preventative action in dealing with potential problems, Trisler said. The students also learn how to lecture about alcohol education to campus groups and individuals and promote intervention among people with problems, she said.

A PEER CAPS person is "a resource person for other people," Trisler said. "They are not hunting for people with alcohol problems."

The people in the program think the peer element is an asset. Students may not want to see a professional counselor, Don Crites, a PEER CAPS student counselor said. "There is no stigma by seeing us. We can refer a person for counseling."

A PEER CAPS student counselor may refer someone to a campus counselor, Alcoholics Anonymous or any other qualified counseling program, Trisler said.

The students in the program receive 27 to 30 hours in training before being allowed to work with other people. After this training they occasionally must meet with the PEER CAPS teachers, Trisler said.

Any student is eligible to take the class. The students who have completed the course as of spring 1984 are from different majors; however, Trisler says alcohol has touched their lives in some way, such as friends or relatives who have had problems or perhaps the students themselves may have had problems, she said.

The program works, Don Crites, Parkersburg senior and student counselor, said. Because of past experiences, there is a common ground between the student and the student counselor, he said.

You can get more information about PEER CAPS program by calling Joe Dragovich, staff counselor, at 696-3111 or 3164, or Bonnie Trisler at 696-2324.

**CHART FOR RESPONSIBLE PEOPLE WHO  
MAY SOMETIMES DRIVE AFTER DRINKING!**  
APPROXIMATE BLOOD ALCOHOL PERCENTAGE

Drinks	Body Weight in Pounds								Influenced
	100	120	140	160	180	200	220	240	
1	04	03	03	02	02	02	02	02	Rarely
2	08	06	05	05	04	04	03	03	
3	11	09	08	07	06	06	05	05	
4	15	12	11	09	08	08	07	06	Possibly
5	19	16	13	12	11	09	09	08	
6	23	19	16	14	13	11	10	09	
7	26	22	19	16	15	13	12	11	Definitely
8	30	25	21	19	17	15	14	13	
9	34	28	24	21	19	17	15	14	
10	38	31	27	23	21	19	17	16	

Subtract 1% for each 40 minutes of drinking  
One drink is 1 oz. of 100 proof liquor or 12 oz. of beer.

**THIS CHART IS ONLY A GUIDE--NOT A GUARANTEE.  
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# Dorms: Love 'em or hate 'em



Residence hall rooms reflect the inhabitant's personality. Ray Castillo surveys his room on the third

floor of Holderby Hall. Many students add their own personal touch to room decorating.

By Kelly Bragg

Residence halls. In the past, the very thought of living there put dread into the hearts of students and parents alike. But things have changed. Resident advisers plan programs like dances, movies and parties. Administrators are working on ways to make it easier for you to

alternative for students attending colleges and universities, instead of a place where you put in your requisite two years and then get out. After the initial glee of getting out of your house and away from the watchful eyes of your parents, you quickly settle down to the issue most dear to a growing student's heart: dorm food.

Panic settles in.

"Mom won't be around to cook for me anymore; I'll starve before I eat that stuff."

Reality darkens when you realize that the you may starve if you don't eat that stuff.

But never fear, administrators of Marshall University have done some serious thinking about this very issue.

Ray Welty, manager of housing and confer-

ence services, puts an optimistic light on the food issue.

"The cafeteria provides buffet style eating with a wide variety of foods to choose from," he said.

"There is also a student food committee which meets every two weeks. They take suggestions from students. Now, they are beginning to implement a lighter menu for those who want to shed winter pounds, including diet sodas and fruits," he said.

Sounds encouraging. But the administrators have even thought of another alternative--a complaint avenue.

"It's possible to go to the manager at the cafeteria and complain if you feel the need to. People have forgotten about going to the people in charge of the food before they complain. The manager will welcome constructive criticism and try to correct any problems," Welty said.

"Encourage your parents to eat at the MU cafeteria," he said.

**Dorm food: 'It's possible to go to the manager at the cafeteria and complain if you feel the need to. People have forgotten about going to the people in charge of the food before they complain.'**

**Ray Welty  
Manager of housing  
and conference services**

Any parent that wants to eat in the cafeteria can pay a flat fee to go in cafeteria and eat like students.

"Let them go through the line--let them find out the quality and taste of the food," he said.

"Many parents have told me, 'Hey, it's better than he gets at home,'" Welty said.

Another concern that many students have, and many non-students, too, involves the use of alcohol.

Only beer in cans or bottles is allowed in the residence halls. The beer must be intended for consumption in your rooms. This means no Sunday beer out on the sundeck, kids.

"There are no special assignments for under-age students as far as alcohol is concerned. We stick to state law and add the stipulation that wine or liquor is not permitted," Welty said.

Mom gets a substitute in the clothes washing department as well as in the food department at MU.

A new program for the residence halls involves an affiliation with Charleston Linen Services. The service offers two sheets, one pillow case and three bath towels on a weekly basis at a cost of \$66. A \$10 deposit is required and will be refunded upon return of all linens.

A major concern of parents and students involves the money required to live in residence halls and how to budget the ever-increasing costs of on-campus living.

A term-lease program, which was begun two years ago at Marshall University allows students to enter a long-term lease agreement with the university.

"Students can reside in residence halls until they graduate and can pay their sophomore rate until then," he said. "We will gladly, happily

See Box, Page 17

get to that all-important money source from home. They're even trying to combat that age-old problem of dorm food.

Residence hall living has become a viable



# --it's tough to leave 'em

refund their \$100 deposit when they do graduate."

"Housing costs are going up. In two years, we may even extend this benefit to freshmen. We're studying this because parents might consider residence hall living more readily if they knew the rents would not go up," he said.

Marshall University offers a variety of places for you to live while you are here. Holderby Hall, Twin Towers and Buskirk are the most common living areas for freshmen. Towers even has five floors reserved exclusively for freshmen. Floors 10-14 offer special programs to help you combat the rigors of freshman living.

Buskirk Hall, open only to female students, is tough for freshmen to get in to, according to Welty.

"Most people living there wouldn't leave even if you paid them to," he said.

Buskirk has the reputation for being a dorm for handicapped students. It's true, the dorm is more than adequately equipped to handle mobility problems faced by disabled students. But people living there say the residence hall has even more to offer.

Hodges Hall is usually considered a residence hall for athletes only. Open only to male students, it has, until recently, housed the majority of MU athletes.

"Stan Parrish, the MU football coach, is in the process of changing that. He has essentially said to his players, 'I don't care where you live,'" Welty said.

"We feel that most players will return to

*'We find that if students take care to paint and decorate their rooms and hallways, then vandalism takes care of itself. People take more pride in and care of places they have invested some time and effort in.'*

**Dan Robinson**  
Director of Residence Life

Hodges. Its constituency will change but it will take several years to get a new group of people," he said.

Laidley Hall offers a new living opportunity to upperclassmen, according to Welty.

"There are many new facilities being built into the hall, including saunas. There is also a living area designated for honors students," he said.

It is generally assumed that students only devoted to studying will face problems living in residence halls such as noise or lack of privacy. Special floors have been reserved as quiet study areas in Twin Towers.

Do these floors work? Welty thinks so.

"Students tend to do better academically on these floors. Contrary to most people's beliefs, there is no minimum grade point requirement for people to live on these floors," he said.

Noise and distracting behavior is open to correction by the resident adviser on the floor.

"I find the most effective way to deal with problems of, for example, an overly loud stereo, is for the RA to take the student down the hall and ask him or her if they hear an unusually loud noise somewhere on the floor," Welty said, "Dawning recognition that the noise is coming

## New program eases money problems

The message your parents are most conditioned to hear, "Please send money," will have a whole new meaning next fall if plans for a new money accessing system are approved, according to Ray Welty, manager of housing and conference services.

Labelled the "Draw Down Account", this system involves use of a card reader that validates your meal card and enables you to draw money from an established account. A letter will notify the person or persons of your choice, usually your parents, if your account dips below a certain level. (They can then choose to help you out with more money or stop the funds coming.)

"We plan to give people the option of the letter at different minimum balance levels, probably not below \$25. We'll probably give a few different levels, say \$25, \$50, \$100 or \$200," he said.

A metallic stripe with your number will be placed on the back of your meal ticket. You can put it in the card reader and it will enable you to purchase things from the Marshall University Bookstore or the Student Center Cafeteria.

Three new card readers, at a cost of \$1200 each, will be located on campus: two in the Bookstore and one in the Student Center's cafeteria. Card readers already exist in Twin Towers and Holderby Hall.

The place to go if your card is lost or if it doesn't function properly is located in Old

Main Room 213, Welty said. A lost card will be invalidated immediately to insure your account, he said.

"Your picture will be taken (in Old Main 213) and put on the card as another prevention to theft," he said, "The chances of someone lifting your card who resembles you closely are slight. But it's important to remember that our office must be notified immediately if you lose your card."

You can also learn your current balance at card reader stations, Welty said.

The system offers many options for expanded services such as the pre-purchasing of basketball tickets, according to Welty.

Students could purchase tickets at the beginning of term and have their cards processed at the games to see if they're paid up, Welty said.

"I also see applications to student voting with these cards," he said, "A code for the polling places could be put into the system and eliminate improper voting."

The real idea behind the new card system is to generate more business for the bookstore and the cafeteria, Welty said.

"If we can generate enough business to pay for the system, then the expansions can come later," he said.

The card will be open to residence hall students as well as faculty and staff. Welty said he plans to have the system implemented and functional by the fall of 1984.

from the offending student's room typically leads to resolution of the problem."

Don Robinson, director of residence life, offers encouragement to students if they want to effect changes in their halls.

"The Hall Advisory Council institutes changes to the general policy as established by the university. University policy is as uniform as possible to make it easier to enforce," he said, "yet the buildings are different. It is possible for changes to be made by students. We don't want to make the process burdensome, but there are a few questions we must ask students who bring changes before us. For example, have you surveyed other students for their input; how did you survey them; what suggestions did you receive and what safeguards exist in the changes."

"You must present a well-organized proposal in order to be taken seriously," Robinson said.

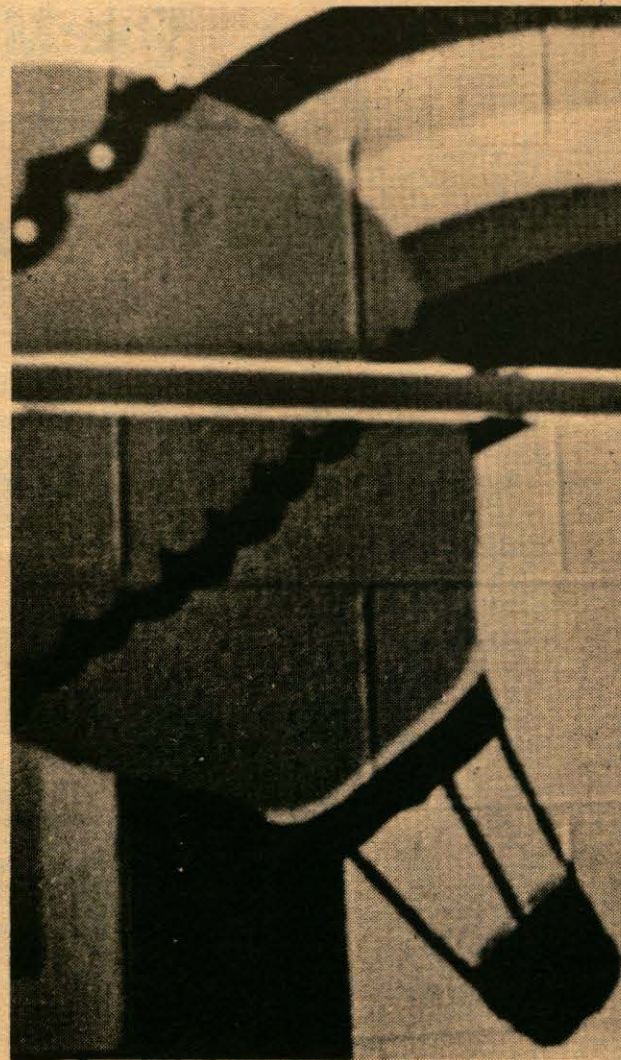
"The students did an excellent job last year," he said, "There was an increase in 24-hour visitations to two per month."

"People in the buildings can also make some policy more restricted--sometimes they want something stricter instead of more lenient," he said.

Dorm rooms have long been considered bare, drab and plain. Their impersonal qualities may contribute to the fact that most students only go to their rooms to sleep. A Personalization Contest last year gave students the chance to brighten their rooms and add a touch of individuality as well.

"We bought brighter colors and encouraged students to use graphic designs in their rooms," Robinson said.

**See DORMS, Page 22**



Pam Krosky and Karen Weaver decided to paint their room in Buskirk Hall for the Room Personalization Contest. Karen said that this mural of a balloon and rainbow took her nearly three weeks to complete.





## Area banks offer services to help keep count of your money

When you get settled in your new residence hall room, you probably will need a place to put those checks mom and dad will send to you.

Doing all your banking with your home bank may be difficult. Many businesses in Huntington will not accept out-of-city checks, or they only will accept checks inside a 50-mile radius of the city.

If you think you will be able to cash a check somewhere on campus--think again. This is not possible.

It might be a good idea to open an account in a local bank.

Huntington banks offer many services. You should decide what services will be the most

important to you. Do you want to be able to walk to your bank? Or would you prefer a driven-in window? Will you be needing a student loan? How about the convenience of an automatic teller? One of these is at the Memorial Student Center.

The following chart includes banks in Huntington's city limits.

BANK	CHECKING		STUDENT LOANS	AUTOMATIC TELLER	HOURS
	Minimum Balance	Monthly Fees			
Security Bank	\$500	Up to \$6	Yes	Owl	Main Lobby M-F 9-2, F 9-2 & 4-7 Drive-In M-F 7:30-6 & F 7:30-7
Twentieth Street	\$500	Up to \$6	No	Jeannie	Main Lobby M-F 8:30-2:30 Drive-In M-F 8:30-6 & S 8-1
Heritage National	\$400	Up to \$5	No	Owl	Main Lobby M-Th 9-2, F 9-2 & 3-6 Drive-In M-Th 7:30-6, F 7:30-7 S 7:30-2
First Huntington National	\$400	Up to \$5	No	Owl	Main Lobby M, F 9-5 & T,W,Th 9-2 Drive-In M-F 8-9, S 8-6
Huntington Trust	\$500	Up to \$6	Yes	Jeannie	Main Lobby M-Th 9-4, F 9-6 Drive-In M-F 8-6, S 8-12
Guaranty National	None	30 cents per check	Yes	None	Main Lobby M-F 9-2, S 9-12 Drive-In M-F 8-7, S 8-12
The Old National Bank	None	Pay for checks \$5.88 and up	No	None	Main Lobby M-Th 9-2, F 9-6, S 9-12 Drive-In M-Th 8:30-5, F 8:30-6, S 8:30-12
Huntington Federal Saving and Loan Association	\$300	Up to \$3	Yes	None	Main Lobby M-F 9-3 Drive-In M-F 9-6, S 9-12



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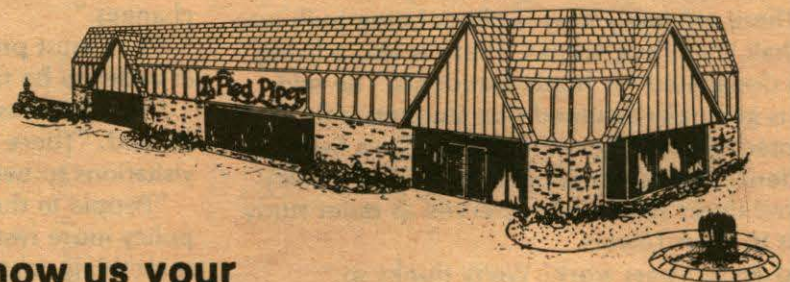
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If you need medical care some services are available for free if you are a full-time student.

Full-time student activity fees include the care provided by John Marshall Medical Services, Inc., an affiliate of the Marshall University School of Medicine. The clinic provides general medical and gynecological services and laboratory work. The university's public safety department can provide emergency ambulance service. City ambulance service must be paid by the student.

The center is open from 8 a.m. to 5 p.m. Monday through Friday and 9 a.m. to 5 p.m. Saturdays and most holidays. An appointment may be made by calling 526-0650. After hours emergency care is available by going to the Cabell Huntington

## Need a doctor? Free health care available for all full-time students

Hospital emergency room. The public safety department can take you there.

Emergency visits to Cabell Huntington Hospital must be validated as emergencies by the Student Health Care Service. If the services are validated then student health will pay up to \$43 for the charges.

If you need psychological help the university counselors have offices on the first floor of Prichard Hall. Counselors are available from 8 a.m. to 4:30 p.m. Monday through Friday and each has a different counseling specialty ranging from problems with alcohol to relationships to career preparation.

After hours emergency care is available at St. Mary's Hospital after a referral from a university counselor. Expenses will be the student's responsibility.

## WISDOM From Page 6

learn, to become wise.

"I think there are definite things you need to become wise. First, you need motivation. A lot of students are lacking in intellectual curiosity. Second, you need to have an awareness, an interest. Faculty and students can help foster that interest.

"Third, students need to use the library. There is a lack of use of the library. It is one of the most important tools of the university.

"Fourth, students need to think: critical thinking. They should reflect

on what they've been told in class. Often a student says, 'Tell me. I don't know.' The teacher can only say, 'I can only tell you what's valid for me. I can't answer questions for you.'

"Fifth, students need to develop a method to absorb knowledge. They can do this through contact with people: faculty members or other students. Students should also read anything of considered value. Students should never consider assigned reading enough. If a student wants to be a scholar, they have to read outside material.

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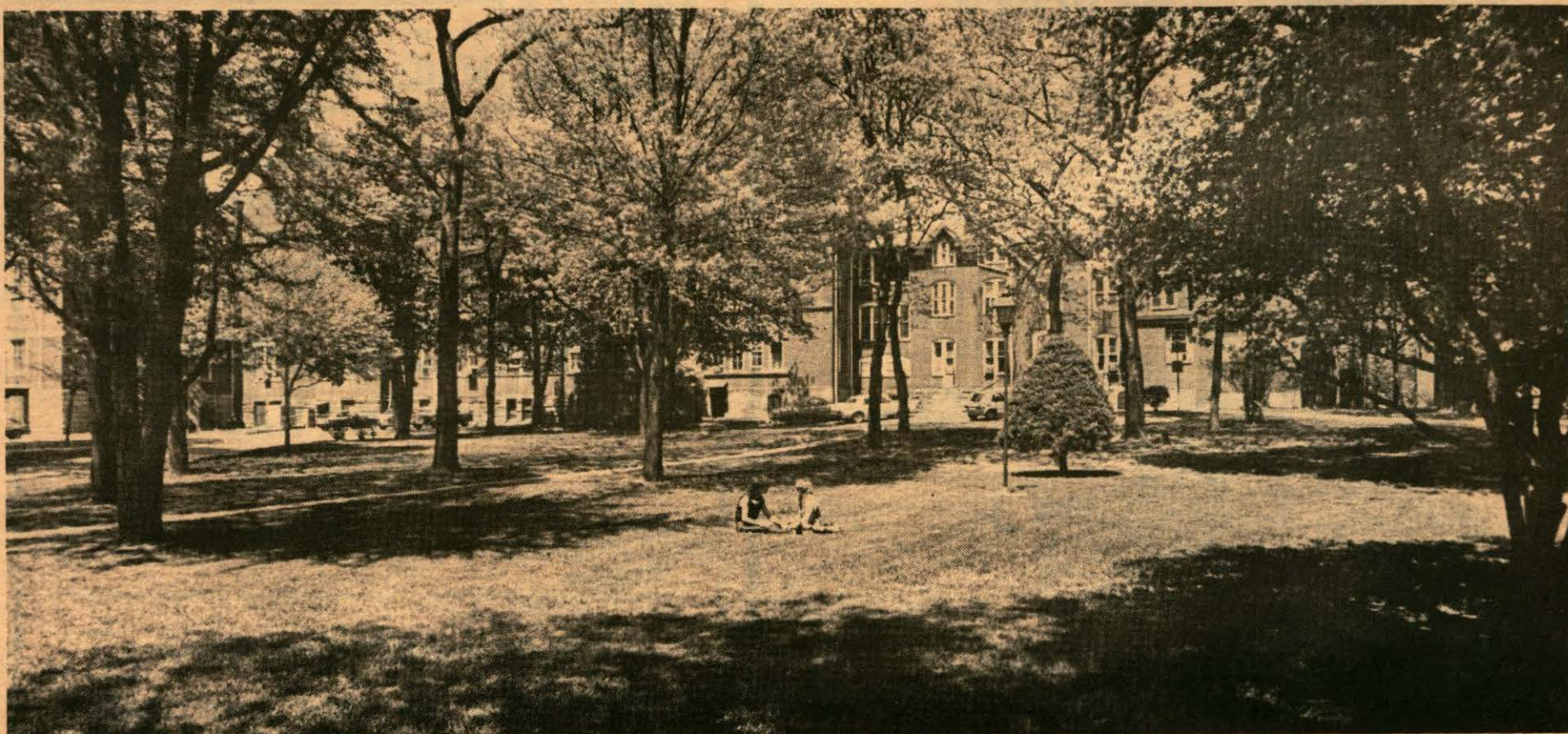
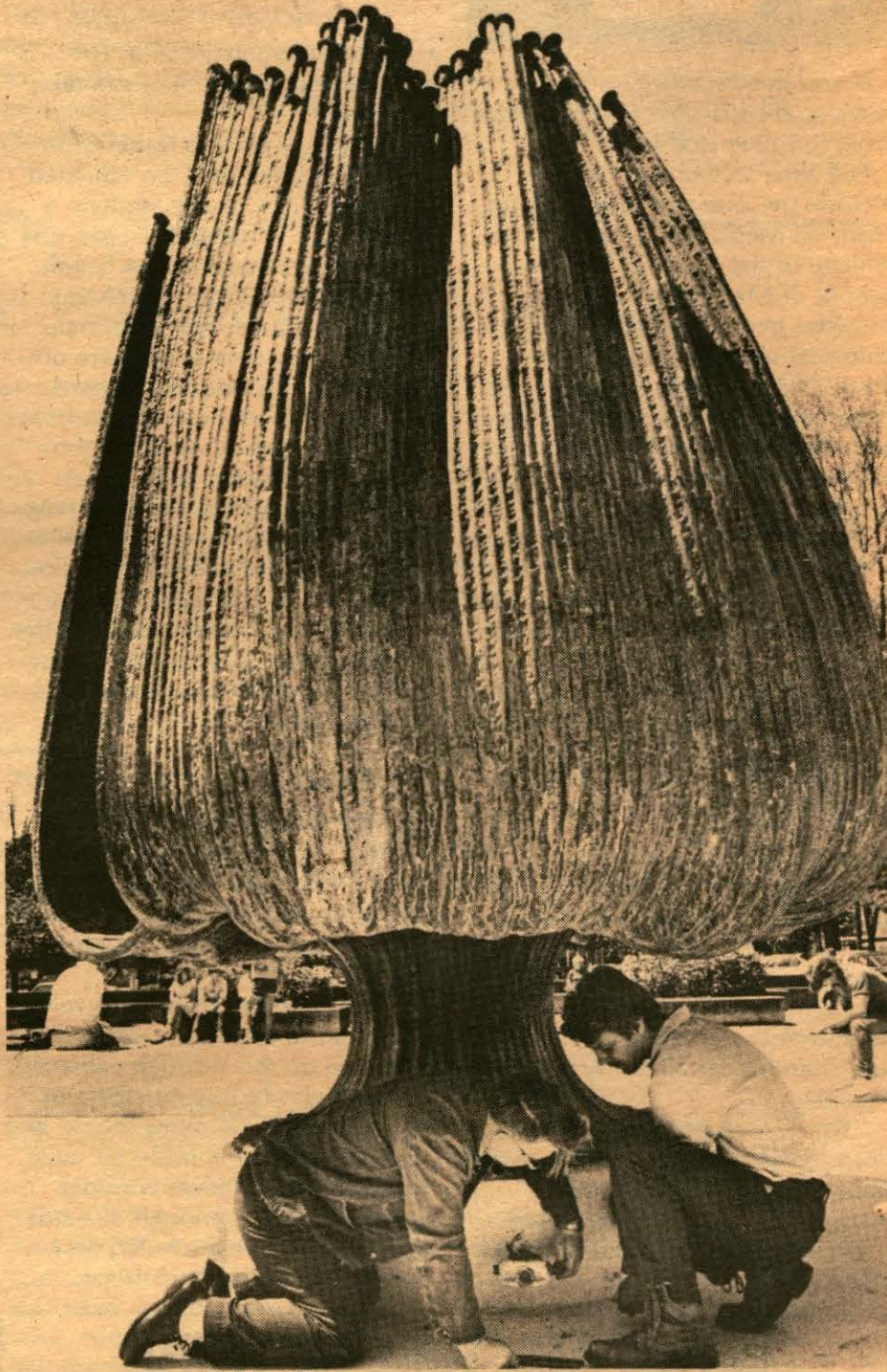
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## *Around campus — sun, shade and fun*

Left: An addition to the Science Building adds a modern touch to campus.

Right: Charles Sexton and Dave Petry of Buildings and Grounds work on the fountain behind Memorial Student Center.



Two students take advantage of warm spring sun to study on the green between Memorial Student Center and Old Main.





Above: Jeff Goad, Barboursville Junior, relaxes before spring semester final exams on the Memorial Student Center Plaza.



Left: Kevin A. Siegbunam, a sophomore pre-med major from Nigeria, studies on the plaza.

Much of campus life centers around the Memorial Student Center, especially when the weather's nice. The plaza becomes a place to study, catch some sun, or relax when the pressure of academic life gets too intense. The fountain, the blossoming dogwood trees, the spacious lawn - all are important parts of Marshall University.

Photos by Tim Grobe



## DORMS

From Page 17

Any design has to be approved before a student can begin painting. Also, the painting must be completed by a certain date. Otherwise, new students may move in a room with wall decorations only half-completed.

"Students can add posters, rugs--just about anything. However, there is not a lot of flexibility to the furniture, some of it is built in," Robinson said.

"We don't do as much as I'd like--I'd like to build lofts for the beds in the rooms. I'd really like to loosen it up some," he said, "Auburn University has workshops available to students who want to construct things for their rooms."

Room decoration and remodeling have other benefits besides making rooms more homelike and personal, according to Robinson.

"We find that if students take care to paint and decorate their rooms and hallways, then vandalism takes care of itself," he said, "People take more pride in and care of places they have invested some time and effort in."

Welty encourages all students to get involved in residence hall life.

"If you don't get involved you'll receive only half the potential benefits from living in the halls that we try to implement," he said.

## LIFE

From Page 10

to learn about each other and adjust to each other, Lee said. But, most of all, be considerate and patient. You shouldn't get down on yourself if everything doesn't work out the way you wanted it to, Lee said.

Sometimes, if a friendship between roommates doesn't develop, it can cause problems, she said. It may lead to some students feeling frustrated with themselves.

"Just because someone is a roommate, he doesn't have to be a best friend," she said. "That's a misconception. A roommate is a roommate."

Give the living arrangements a chance, Lee advises. Often difficulties can be worked out if only the two people try to resolve their differences maturely.

If your partner leaves a dirty bath towel on your bed, don't use it to wipe the mildew out of the refrigerator. Be a bit more tolerant; it's a small room and things like that are going to happen.

Avoid the "my side of the room" attitude. Give each other a break and share the space.

If you do have recurring problems, go over to the other side of the room and talk about it. Don't retaliate against his dirty towels with your sweaty socks. It won't solve anything. The dirty laundry will only pile up and result in a pretty sour living situation.

Although it doesn't always turn out that way, your roommate may end up being a good friend. You'll have someone to walk with you to the cafeteria, and to go with you to university functions. By the end of the year, chances are you'll know that person better than you've ever known anyone before.

A big part of the education is learning to relate to others, including your roommate and all the

others who are going through many of the same experiences you are, Lee said. It can be a rewarding experience if you take the initiative to get out and meet people.

"You need to be open-minded to other people from outside of the region," Lee said. "It's breaking down the fear of the unknown -- it's only the unknown until you experience it. It can be very rewarding meeting people from various backgrounds."

By participating in the everyday routine -- going to floor meetings, eating in the cafeteria and taking part in student activities -- you'll meet other people and soon lose any inhibitions you may have, she said. You begin to take pride in making your own decisions and being self-reliant.

Overall, it's not that complicated. The important thing is avoiding the pitfalls. You need to realize that it takes some time to get adjusted; don't depress yourself by dwelling on your shortcomings. Get involved at school and avoid running home with problems. You will be able to take pride in making your own decisions and taking charge of your own life.

The decisions you make will directly and immediately affect your life. No one is there to make them for you, correct you if you're wrong or bail you out if you're in trouble. The process of making your own decisions can be quite satisfying, because when you make choices you question your beliefs and values, Lee said.

"This is the first time parents aren't here telling you what your values are," she said. "You are questioning your values, deciding what they are and what your lifestyle is going to be. It may even end up being the same as your parents. But without questioning your values, you're not giving yourself a chance to understand who you are."

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